

They Say, I Say Summer Assignment
AP Seminar

Directions: This assignment has two parts. Follow the steps below to complete both parts by the deadline:

- **Part I** - Read the assigned chapters of [*"They Say / I Say": The Moves That Matter in Academic Writing*](#) (3rd-5th edition): Introduction, Chapter 2, Chapter 6, Chapter 12, Chapter 14, Chapter 15. As you read, answer the chapter-specific questions adapted from ACE (2020) below in yellow boxes within the assignment in **3-5 sentences each**.
- **Part II** - When finished with the assigned reading, complete the reflection on your own academic writing skills and what you hope to learn in AP Seminar this year, and be ready to submit by the deadline! When finished with the assigned reading, complete the reflection on your own academic writing skills and what you hope to learn or improve upon in AP Seminar this year. Each question should be answered in **4-7 sentences** in the given purple boxes.

Academic dishonesty may result in a zero and disciplinary action. Although it is tempting to use AI to summarize your articles or create work for you, I ask you to not do this. AI use will be detected through submitting via Turnitin.com, and includes using services like Chat GPT to create your work or Grammarly to re-write your writing in a more academic way. *Both are considered academic dishonesty and falsification in the eyes of the College Board - use only your brain and your skills.*

PART I: The Text

Introduction: Entering the Conversation	
Question	Answer
1. What do Graff and Birkenstein tell us is the single most important idea in the book? Formulating the same question differently, what is the book's main argument? Cite a passage that supports your answer.	

2. How do the authors respond to the charge that an argument-based approach to writing is overly contentious or contrarian? How do they do this? Cite a passage that supports your answer.	
3. Identify and summarize three arguments Graff and Birkenstein make for the use of templates. Provide textual evidence supporting each of the three points, quoting to support one or two and paraphrasing to support the other(s).	
4. Choose a controversial or debatable issue, either in our society generally or in your classes from last year, and use it to complete the “template of templates” (11).	
Chapter Two: The Art of Summarizing	
5. What is Peter Elbow’s “believing game” and how is it used in the “art of summarizing”? Why is it so important to produce effective summaries?	
6. What do Graff and Birkenstein mean when they say that a summary has to “point in two directions at once” (35)? How can such a bi-directional summary have maximum value for your argument? Explain.	

7. Quote three sentences from the chapter in which the authors demonstrate a summary using three different “signal verbs.”	1. 2. 3.
Chapter Four: Three Ways to Respond	
<p>8. Graff and Birkenstein acknowledge objections to their view that there are three basic categories of response to others’ arguments: agree, disagree, or some combination of both.</p> <ul style="list-style-type: none"> • Some say that this is overly reductive and that certain academic arguments are more complex than this. • Others say that certain arguments – some literary interpretations, for instance – are made independent of anyone else’s arguments or interpretations. <p>Summarize in detail their response to each counter-argument.</p>	
9. If your argument is in agreement with other people’s views that you are quoting or paraphrasing in your writing (or speaking), what must you also do in addition to merely agreeing? Why is this additional move so important?	
10. Pick two (2) of the chapter’s templates for agreeing and disagreeing	Applied to Controversial Issue 1: Explanation:

simultaneously. Use them on two different controversial issues (again, either issues in society or from your classes last year). Provide a brief explanation under each use as to how you would develop this argument in a longer piece of writing.	Applied to Controversial Issue 2: Explanation:
Chapter Six: Planting a Naysayer in Your Text	
11. Identify as many discrete arguments for “planting a naysayer” as you can in the “Anticipate Objections” section of the chapter (78-81). Quote the single strongest sentence (or two) from this section, in your judgment.	
12. What are some of the different ways for you to introduce objections or counter-arguments into your writing?	
13. What method do Graff and Birkenstein recommend above the others for responding to refuting the objections or counterarguments you include in your writing (or speaking)? What advantage do the authors tell us they associate with this refutation method?	
Chapter Twelve: Entering Class Discussions	
14. Why is it important, according to the authors, for you to both name the	

person whose argument you are responding to in a classroom conversation and summarize the substance of their argument?	
15. “But won’t it sound redundant to summarize others’ arguments this way in a discussion?” The authors implant this counterargument in the middle of this chapter; how do they respond to it? Explain.	
16. Summarize the two overall recommendations that Graff and Birkenstein have in the chapter’s final section for successful classroom discussion participation.	<p>Recommendation 1:</p> <p>Recommendation 2:</p>
Chapter Fourteen: Reading for the Conversation	
17. Put in your own words the two different conversations that Tamara Draut and Judith Butler are entering in the passages from these authors quoted in the chapter.	
18. Find an essay online from the <i>New York Times</i> , <i>The Guardian</i> , <i>Atlantic</i> , <i>Slate</i> , or <i>Foreign Affairs</i> and <ul style="list-style-type: none"> a. Summarize the conversation that the author is entering, and b. State the author’s “I say,” their overall position or main argument. 	

Chapter Fifteen: Entering Conversations about Literature	
19. Explain the various ways that focusing on the conflict in a literary text is crucial to the process of making arguments about it.	
20. How do the authors recommend that you contest the evidence used in interpretive arguments about literature?	

Part II - The Reflection

Now that you have read your assigned chapters of *They Say, I Say* and have been exposed to academic non-fiction (often called technical) writing, respond to the following TWO (2) questions in a cohesive paragraph (4-7 sentences) the purple boxes the question posed.

1. What areas of academic writing are your strengths? Explain in the box below.

2. What areas of academic writing are your biggest areas of improvement? Explain.